



## **Redesign Plan**

Martin Luther King Leadership Academy

Grand Rapids Public Schools

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# **Executive Summary**

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Martin Luther King Jr. Leadership Academy is a Pre K through eighth grade building that also houses a Middle School MOCI Program. We vary between 480 to 500 students. We are located in an inner-city neighborhood of Grand Rapids. The school's student demographics are; 78% African American, 10% Hispanic, 6% Multi Racial and 6% White. 92% of our students receive free lunch, 2% receive reduced lunch. The community demographics are very similar to the student population with an increasing Hispanic Population. The staffs Demographics are 73% White, 25% African American and 2% Hispanic with 77% being Female and 23% Male. In the past 3 years our school has seen an increase in our White and Hispanic Populations, while our student numbers have been mostly consistent between 480 and 520 students. Some challenges that are associated with our community are a large amount of poverty, homelessness and a high crime rate that includes many instances of violence and drugs.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### **VISION STATEMENT**

The GRPS will be a place where ALL students become educated, self-directed, and productive members of society.

Upon graduation, all students will be:

Educated, and therefore able to:

- Apply skills and knowledge learned from a rigorous and relevant core curriculum.
- Demonstrate proficiency in current technologies.
- Transfer career and employability skills across multiple settings.
- Pursue life-long learning to succeed in a changing global community.

Self-Directed and therefore able to:

- Use a high degree of self-awareness to facilitate making life-directing decisions.
- Identify and initiate career-appropriate post-secondary options.

Productive, and therefore able to:

- Appreciate and respect cultural and individual diversity.
- Actively participate as productive members of a democratic society.

Graduates will meet the specific credit requirements as defined by the rules of this policy. These requirements will meet or exceed the minimum graduation requirements as defined by the State of Michigan.

### **MISSION STATEMENT**

The mission of the GRPS is to ensure that ALL students are educated, self-directed and productive members of society by:

- Ensuring the achievement of high academic standards by ALL students leading to on-time graduation;
- Providing rigorous, high-quality instruction supported by an environment conducive to learning;
- Equipping students to successfully meet the demands of a workforce in a technological and global society;
- Involving parents and community;
- Providing a safe and secure environment conducive to learning.

At MLK we have the common beliefs listed below:

All students will achieve academic excellence and conduct themselves in a manner that shows they value their self and their academic success.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

The school's notable achievements and areas of improvement in the last three years are that for the 2011-2012 school year, Martin Luther King Jr. Leadership Academy made Adequate Yearly Progress (AYP) in both reading and mathematics. Over 90% of parents believe that staff has high achievement and provides a challenging curriculum. Over 90% of parents feel that the school provides additional support when needed and teachers keep them well informed on their student. The school has National Junior Honor Society Charter Membership, 100% participation in Fall and Spring parent/teacher conferences, an Early Reading First Grant, all day preschool, Increased parent involvement and numerous community partnerships to support real world opportunities for all students.



## Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Martin Luther King Jr. Leadership Academy has been identified as a Priority School.

Z-scores are calculated on individual student scores. Z-scores are a standardized measure that allows for comparisons of individual students/schools to state average scores. A z-score of zero indicates the 50th percentile; a positive number means the student or school is doing better than (or scoring higher compared to) the state average; a negative number means the student/school is doing worse than (or scoring below) the state average.

Students taking MEAP-Access or MI-Access (by level FI, SI & P) are compared to other students taking that same assessment type by content area; likewise for students taking MEAP.

A content index z-score for each tested subject is calculated using:

- Two-year average of overall school achievement = 1/2 of the weight (50%)
- Two-year average of improvement (individual student growth from fall 2011 to fall 2012) = 1/4 of the weight (25%); significant improvement/decline is weighted more heavily
- Two-year average of gap between bottom 30% of students and top 30% = 1/4 of the weight (25%)

An overall school z-score is determined by averaging the z-score for each content area tested (reading, writing, math, science & social studies); each subject counts for 20% of the overall school z-score.

Schools across the state are then ranked; those schools with the lowest 5% of scores are considered "Priority Schools."

MLK was ranked at the 2nd percentile compared to all schools across the state.

Math achievement is at the 1st percentile

Math improvement is at the 12th percentile

Math gap is at the 78th percentile

Reading achievement is at the 3rd percentile

Reading improvement is at the 2nd percentile

Reading gap is at the 58th percentile

Science achievement is at the 1st percentile

Science improvement is at the 18th percentile

Science gap is at the 88th percentile

SS achievement is at the 2nd percentile

SS improvement is at the 48th percentile

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SS gap is at the 95th percentile

Writing achievement is at the 3rd percentile

Writing improvement is at the 35th percentile

Writing gap is at the 69th percentile

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		GRPSEducatorEvaluationDocumentsCombined

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		GRPS AdministratorEvaluationCombined

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes	Grand Rapids Public Schools and Grand Rapids Education Association Priority School Agreement attached.	GRPS GRE Agreement 6.30.2014

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	Grand Rapid Public Schools and Grand Rapids Education Association agree to hold negotiated addendum meeting(s). Meeting and outcomes will e submitted to MDE by August 1, 2014.	GRPS and GRE Agreement 1.30.14



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Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		MLK Signature 1.30.14

# **Transformation Redesign Diagnostic**

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Tricia Mathes, Principal, Mathest@grps.org

Candy Vela, Resource Teacher, Velac@grps.org

Erin Plants, Classroom Teacher, Plantse@grps.org

Tina Watson, Classroom Teachers, Watsont@grps.org

Jessica Kaminski, Classroom Teacher, Kaminskij@grps.org

Chasciti Jackson, Classroom Teacher, Jacksonc@grps.org

Ebony English, PSI School Liaison, eenglish@partnersinschools.org

Mary Kay Murphy, PSI School Liaison, mmurphy@partnersinschools.org

Cindy Peck, School Reform Facilitator, Peckc@grps.org

Laura Otten, School Improvement Facilitator, lauraotten@kentisd.org

Linda Hecker, Academic Outreach Specialist, heckerl@msu.edu

## **PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

Throughout the reform team's meetings, several big ideas guided our discussions about improvements that have been and will be made to our school. We collected, examined and interpreted numerous sources of data and engaged in dialogue about its meaning. These data dialogues facilitated our efforts in developing a plan for rapid improvement.

Our data review showed us that Martin Luther King Jr Leadership Academy's data is inconsistent. There are large fluctuations in growth and loss in student achievement in the area of reading across all grade levels. This fluctuation is true for all students including the subgroups of male, female, African American and economically disadvantaged. This suggests to us that changes in instructional practice for all teachers will be the most powerful way to raise performance in many subjects simultaneously.

As we engaged in dialogue around process, achievement, assessment and demographic data, big ideas emerged that will have implications for staff. These themes guided the creation of our transformation plan; just as it will guide our implementation in the years to come. The focus areas are listed as follows:

1. Use a data driven model to guide all decision making processes that directly link to student achievement in reading fluency and comprehension Results Oriented Cycle of Inquiry (ROCI)
2. Work with National Equity Project (NEP) to understand culture and class, its effect on students learning and best practices for students from economically disadvantaged backgrounds
3. Deepen understanding of academic rigor through Professional Development (PD), Professional Learning Communities (PLC) and the implementation of the Results Oriented Cycle of Inquiry (ROCI) to increase performance in reading fluency and reading comprehension

In conjunction with our current partner, Partners in School Innovation (PSI) we will develop professional development in and around the areas of academic rigor, reading fluency and reading comprehension. Additionally, PSI and the Instructional Leadership Team (ILT) will offer support for PLC groups around the focused topics of academic rigor, ROCI, reading fluency and reading comprehension.

**State what data were used to identify these ideas**

As a part of the growing data culture in our school, a careful analysis of instructional performance, student achievement, and stakeholder perception data was carried out to assist with the design of our school improvement efforts and transformation plan. Data has been a part of the school culture for the past several years however it has not been implemented and utilized to its fullest potential to benefit student achievement. For the purpose of developing our big ideas data was collected from MEAP, North West Evaluation Assessment (NWEA), and the data dialogue process for Priority schools. These assessments provide long-range trend data as well as immediate results in core areas.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

Requirement #1:

1A

Mrs. Tricia Mathes will be retained as the principal at Martin Luther King, Jr Leadership Academy because she has the demonstrated turnaround competencies and supports (Partners in School Innovation and Partners in School Innovation) in place needed to move academic achievement in this school.

Act quickly in a fast cycle

Upon becoming the principal at MLK, Mrs. Mathes immediately moved to address climate issues that interfered with teacher and student success. Over the course of the 2012-13 school year there has been a 15% reduction in student suspension rates and a decrease in SWIS referrals for major incidences. Since then MLK has become a well-organized school with clear process and procedures and a climate focused on teaching and learning.

Additionally, Mrs. Mathes has implemented with fidelity the District's rigorous, transparent, and equitable evaluation system for teachers and staff that take into account data on student growth as well as other factors such as multiple observation-based assessments of performance, and requiring ongoing collections of professional practice.

Mrs. Mathes has also put in place a system that organizes, leads, and accounts for staff using student achievement data to inform and differentiate instruction for all students through collaborative work at professional learning community meetings.

Identify and Focus on Early Wins and Big Payoffs

Through the development of a Theory of Action that narrows the School Improvement Plan down to focus areas of instructional practices and leader actions the building is primed and ready to gain some quick wins and big payoffs in the areas of student reading levels. During the 2012-13 school year, Mrs. Mathes developed a MLK Teacher Handbook with the purpose of providing instructional staff clear and specific expectations for instruction, curriculum, assessment and interventions. Additionally, the principal has worked with the Instructional Leadership Team (ILT) to clearly communicate the instructional expectations and plan of support to the teaching staff.

A calendared Plan of Action has also been developed which includes; a monitoring plan that is comprised of classroom visits to checking of the fidelity of implementation of focus instructional areas, ILT monthly focus areas, plans for the embedded professional development, and the support and focus of the PLC meetings.

Breaking Organizational Norms

Mrs. Mathes with the support of Partners in School Innovation's School Transformation Review evaluation process have been able to identify areas within the structures at MLK that are in need of improvement.

Those areas include - more clearly defining the distributive leadership within the structure of the ILT, identifying the tight and loose expectations of the PLC meetings, defining the essential skills and what "proficient" is at each grade level, increasing the level of student participation along with increasing the rigor using both benchmark and formative data through a cycle of inquiry (ROCI) at weekly PLC

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meetings. Additionally, through relationship building with staff Mrs. Mathes has created unique and innovative strategies to meet the learning needs of staff.

Establishes schedules and implement strategies that provide for extended learning time for students including interventions and enrichment. For example, after school tutoring with five different community partners and fresh food partnership with the YMCA, Our Kitchen Table and First United Methodist Church. Additionally, through collaboration with Parent and Teacher Community Council and other community partners, provides ongoing mechanisms for family and community involvement through Parent University, which is..... Supports and collaborates with appropriate social-emotional and community-oriented services and supports for students. Develops and maintain community partnerships that enhance and support instruction leading to student achievement.

Building a Sense of Urgency and Galvanizing the Staff around the Vision and the Big Ideas

Mrs. Mathes is guiding the work at MLK using Simon Sinek's Start with the Why and paired with the book Switch: How to Change Things When Change is Hard, by Chip Heath and Dan Heath. With these tools MLK is building the "Why" of the work.

The goals are to:

- ignite the motivation and passion behind MLK's vision, Priority plan, Theory of Action and Action Plan
- Organize, lead, and account for staff using student achievement data to inform and differentiate instruction

Collectively Analyze Data at MLK

Mrs. Mathes has developed and implemented in partnership with NEP and PSI the following expectations for the collaborative analysis of data by instructional staff:

- Teachers will collect and analyze formative assessment data at weekly PLC meetings to guide planning and instruction.
- Benchmark data will be analyzed by the Instructional Leadership Team and presented to the staff in a cycle review process three times a year. The cycle review will include using ROCI Cycle (Results Oriented Cycle of Inquiry to reflect and adjust the Theory of Action and Action Plan)
- Data Dialogues and Learning Walks in collaboration with District, Kent ISD and MSU District Interventionist.

Theory of Action implementation data will be collected through weekly classroom visits and data from those visits will be analyzed by the ILT to make necessary adjustments to the instructional and building processes on a monthly basis in order to guide the professional development needs of the instructional staff. This data will also be shared out with the staff at a monthly staff meeting

1B

Support is given to the administrator, instructional leadership team, and all teaching staff through the third party vendors of Partners of School Innovation and National Equity Project. In the spring of 2013 Partners of School Innovation and National Equity Project have joined the MLK staff to provide additional supports for teachers and the administrator to consistently apply the ROCI cycle to workings of the building. With the application of the ROCI cycle on teacher's instruction and students learning, teachers are deepening their reflection on what they need to increase their personal capacity.

Partners in School Innovation transforms teaching and learning in the lowest-performing American public schools so that every child, regardless of background, thrives.

They exist because the achievement gap persists. Results from a wide variety of state and national tests administered over the last half-century have been fairly consistent in at least one respect. They indicated that certain groups of children repeatedly score below children in other groups.

Partners in School Innovation works by engaging with teachers and leaders in under-performing school districts to drive results by strengthening teaching and learning through our sustainable, adaptable approach to continuous improvement.

They do this through building the organizational capacity of schools and district offices, working across the system with teachers and leaders to:

1. Develop a strong core instructional program in literacy and English language development that ensures all students learn at high levels;
2. Create and establish systems for professional learning so that all teachers are able to deliver excellent instruction; and
3. Strengthen results-oriented leadership so that leaders can carry out the daily actions necessary to lead whole school improvement efforts successfully.

This support is directly related to the big ideas from the priority plan because PSI focuses administration and teachers on data and how to use that to drive instruction. They also provide support in writing Theories of action that will address rigor and cultural competencies. National Equity Project will also help in address and supporting the big idea of cultural competencies of all staff through looking at bias and beliefs along with strategies that are best for staff to use with students of color and or poverty.

The support of PSI and NEP will be embedded through PLC's, PD during and outside of the school day, ILT meetings, Classroom visits, one on one thought partnering with individual teachers and administrators.

Additionally, the district will support Mrs. Mathes and the leadership team through weekly school visits, collaboration with PSI, and attendance at Data dialogues and learning walks, monthly principals meetings, classroom observations with feedback and second evaluators as needed.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Requirement #2:**

2A: An Evaluation Committee comprised of District administrators, including Executive Directors of Schools, professional development, Human Resources, and Assessment and Evaluation met weekly to collaboratively develop the Educator Evaluation process, rubric and handbook. The draft evaluation document was vetted by a team comprised of building principals and teachers whose feedback formed the basis of the final evaluation document in 2012-13. The final rubrics are broken into three performance measures; Student Growth (School-wide NWEA Conditional Growth Index, Classroom NWEA Conditional Growth Index, School-wide Explore, Plan, ACT composite, Student Learning Goal(s) Rubric Rating), Performance Practice (Danielson Classroom Observation Score, Tripod Composite Favorability Rating, Instructional Goals Rubric Rating), Professional Practice (Professional Development Credits Earned, Danielson Professional Responsibilities Score). During the 2012-13 school-year, extensive District wide professional learning was provided to District and building based Administrators and Classroom Teachers by Cambridge Educational Consultants to develop uniform use of one of the four MDE approved models, Charlotte Danielson's Framework for Teaching Rubric. The Danielson Framework has been utilized collaboratively in the district for over 15 years. For the 2013-14 school-year the student growth portion of the Educator Evaluation is comprised of 25% and for the 2014-15 school year it grows to 40% (refer to attached Educator Evaluation Handbook).

2B: The District Evaluation Committee has chosen to implement one of two State required Administrator Evaluation instruments. GRPS will utilize the Michigan Association of School Administrator's School Advance Administrator Evaluation Instrument. The Administrator evaluation will be a growth model which measures both Professional Practice (Supervisor Rating, Teacher Evaluations, Feedback to teachers and parents along with improvement and monitoring of building attendance) and student growth (NWEA Conditional Growth Index, EXPLORE, PLAN, ACT). For the 2013-14 school year, student growth will comprise 25% of the Administrator's Evaluation, and in 2014-15 40% of the Evaluation (refer to the attached Administrator Evaluation).



During the summer of 2013 a group of principals worked on developing a Grand Rapids Leadership rubric. An outside agency, Basis Policy Research, did a crosswalk of the GRPS Leadership Rubric with the School ADvance rubric, and the Reeves rubric. The District Evaluation committee took the crosswalk information and decided the School ADvance rubric fit the GRPS Leadership rubric the best. The School ADvance rubric was vetted with principals at an Evaluation Team meeting, and they endorsed the use of the School ADvance rubric. The Evaluation Committee felt the School ADvance rubric best fit with the leadership characteristics and skills needed to be a successful Grand Rapids Public School administrator.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

Requirement #3:

3A: Instructional and building staff and students who have successfully increased and accelerated achievement towards College and Career Readiness goals (beyond expected growth) on MAP (Measures of Academic Progress) will receive building level recognition after the second and third MAP Assessments. This recognition will occur at school level assemblies organized by building principal, ILT and PBIS staff. Additionally, staff will be recognized at staff meetings directly after each MAP testing window is completed. This recognition will be based on teachers Conditional Growth Index of .4 or greater as aligned with highly effective in the educators evaluation criteria of the Grand Rapids Public Schools Evaluation Guidebook.

Additionally, staff that has demonstrated success around accelerating student growth will be provided opportunities to participate on District level committees. For example, the Professional Development team for the K-5 and 6-8 Division. This team is responsible for suggesting, creating and administering professional learning for peers in line with the District's Academic plan over 6 days throughout the 2014-15 school year.

Staff who are implementing the gold standard of strategy implementation as described in the implementation guides currently being developed will receive recognition through celebrations such as staff meeting recognition, office announcements, and other celebrations. Teachers who receive an Educator Evaluation rating Highly Effective will receive a \$100 stipend.

Implementing the Instructional plan/Sequencing - as this is further discussed in requirement 6 this is a brief look into the implementation of the plan. While MLK will be using these same instructional strategies we will target the subject area of reading for the first year of this plan with a focus on teachers using the ROCI cycle to implement rigorous differentiated instruction. The reasoning behind targeting reading as our primary focus for year one is twofold: first is the partnership MLK has with PSI and our targeted work in reading and because we want teachers to have focused professional development around ROCI and how to use data to focus classroom instruction to increase student achievement. In turn teachers will develop the skills necessary to use data to drive instruction across all academic subject areas. ROCI was chosen based on research around the data driven instructional cycle. When teachers use data intentionally to drive instruction and provide target lessons, student achievement will increase at a greater rate.

While we are doing this for reading in the first year of the plan it is with the intent of including the other subject areas in years two and three of this plan. Because teachers will have a greater understanding of using data to drive intentional focused instruction in reading it will carryover in math, science and social studies. As mentioned in transformation requirement #4 and #7 teachers will use PLC's as the main area for

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learning on how to use the ROCI cycle to focus core instruction. Embedded PD will be used a minimum of once monthly to support teachers in additional learning around ROCI and rigorous instructional practice.

3B: (See Assurances- Educator Evaluation Guidebook for additional details) The Educator Evaluation process identifies teachers who are struggling to have a positive impact on increased student achievement. Tenured Educators identified as needing additional support will have at least two goals. These goals will be written by the evaluator in consultation with the educator. The goals will target specific areas of practice that need improvement. Three types of measures are used to assess instructional practice: Classroom Observations, Student Feedback, and Instructional Goals. Teachers on IDP will have a minimum of 6 observation cycles with feedback over the course of a school year, including one observation with an observer from outside of their building.

The District evaluation system identifies educators who are struggling to positively impact student achievement. The evaluation system uses multiple measures to determine the effectiveness of instructional practice. Student growth accounts for 25% of an educator's final evaluation rating in the 2013-14 school year; this increases to 40% in 2014-15. Student feedback surveys, progress towards goals, and earned professional development credits make up the remainder of the final evaluation rating. Each educator is observed, rated, and given feedback 2 to 5 times per year.

Educators who are identified as having ineffective or minimally effective practice are provided support through an Individual Development Plan (IDP). IDP goals are developed by the building administrator to address specific areas of practice that need to be improved. The Individual Plan includes specific support such as professional development, coaching, mentoring, and/or instructional support to address the identified areas of need. Educators who have an IDP are observed, rated and given feedback 3 to 5 times during the year allowing for multiple opportunities for demonstrating growth. One of these observations is conducted by a second observer. (See Assurances- Educator Evaluation Guidebook for additional details)

Probationary teachers who are rated ineffective by the District evaluation tool will not be retained by GRPS. Similarly, tenured teachers who are rated ineffective for two consecutive years will not be retained. The District will maintain an appeals process teachers may utilize if their employment is recommended for termination.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

### Goal 1:

All students at Martin Luther King Jr Leadership Academy will become proficient readers

### Measurable Objective 1:

41% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/06/2014 as measured by MEAP.

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### Strategy1:

Differentiated Instruction - Offering each student the chance to learn the subject material in ways that address each student individually can benefit children in retaining information that will later be necessary to become thoughtful, productive adults. Through differentiation combined with curriculum layering, teachers can create a student-centered classroom that is supportive to each student.

Research Cited: Beach, T.A. (2010). Combine Methodologies of Differentiated Instruction in the Heterogeneous Classroom. South Carolina Middle School Association Journal, February 26, 2011.

"Offering each student the chance to learn the subject material in ways that address each student individually can benefit children in retaining information that will later be necessary to become thoughtful, productive adults. Through differentiation combined with curriculum layering, teachers can create a student-centered classroom that is supportive to each student."

Cusumano, C. (2007). How Differentiated Instruction Helps struggling Students. Leadership, 36(4), 8-10.

"Accelerating learning by examining and aligning three major systems in the school to support differentiation and a consistent focus on improved student learning the school's academic delivery structure, professional development, and human/fiscal resource allocation."

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will actively participate in professional learning which supports differentiation especially in the areas of Project Learning (6-8), Fluency and Skill Development (k-8), Data Analysis (K-8), Monitoring (K-8), Professional Learning Communities (PLCs) (K-8), Conferring (K-8), SSR (K-8) & Writing Rubrics.	Professional Learning			09/03/2013	06/06/2014	\$900 - Title I Schoolwide	Principal, Dean of Students, All teaching staff, PSI, ILT

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will analyze data from formative and summative assessments as well as common District assessments to determine the academic needs of all students in order to differentiate their instruction. Teaching staff will provide feedback to students on academic areas which need improvement and develop interventions or student groups that will support their needs. Staff will participate in (Data Dialogues, Governance Boards) to review, reflect and communicate the academic progress in their classroom and identify which activities they are implementing to support continued student achievement.	Monitor			09/03/2013	06/06/2014	\$1200 - Title I Schoolwide	Principal, Dean of Students, All teaching Staff, District Data Review staff

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrator, ILT and PSI will monitor the level of use and effectiveness of differentiated instruction in the classrooms through LearningWalks, Classroom Observations, and through the teacher evaluation process.	Monitor			09/06/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, Teaching Staff, PSI, District Directors

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities (PLCs): The staff will actively participate in PLCs to review and reflect on teaching practices, student achievement, differentiated instruction techniques and implementation of instructional moves and goals. The staff will design next steps (bridge to practice) that will then be implemented by PLC members in their classrooms as a tool to monitor overall effectiveness on student achievement.	Professional Learning			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

### Strategy2:

Learning Targets - The teaching staff will plan quality lessons that follow the District's curriculum maps and connect to the curriculum framework and standards (CCSS). The teachers will develop instructional goals around grade-level learning targets that are student-friendly and specific to the needs of the individual students in the classroom.

Research Cited: Brookhart, Susan M., and Moss, Connie M. (2012). Learning Targets: Helping Students Aim for Understanding in Today's Lesson. ASCD.

"The most effective teaching and the most meaningful student learning happen when teachers design the right learning targets for today's lesson and use it along with their students to aim for and assess understanding. Learning targets are student-friendly descriptors of what you intend students to learn or accomplish in a given lesson. When shared, meaningfully, they become actual targets that students can see and direct their efforts toward. They also serve as targets for the adults in the school whose responsibility it is to plan, monitor, and assess, and improve the quality of learning opportunities to raise the achievement of all students."

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrator and teacher will monitor the use of student friendly learning targets that are differentiated and being implemented in the classroom to ensure academic success for all students. The teaching staff will monitor student progress daily to determine progress towards goals and develop targeted support incorporated into lessons daily.	Monitor			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, dean of students and teaching staff

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Activity - Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will plan quality lessons that follow the District's curriculum maps and connect to the curriculum framework and standards (CCSS). The teachers will develop instructional goals around grade-level learning targets that are student-friendly and specific to the needs of the individual students in the classroom.	Getting Ready			09/03/2013	06/06/2014	\$900 - Title I Schoolwide	Principal, dean of students and teaching staff

Activity - Assess	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will administer and analyze data from District Common Assessments to build and design differentiated learning targets to increase achievement for all students.	Monitor			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, dean of students and teaching staff

### Strategy3:

Student Engagement - The school staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively reason about concepts and/or content.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom. Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any, chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will build students' foundations of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			09/03/2013	06/06/2014	\$900 - Title I School Improvement (ISI)	Principal, Dean of Students, All Teaching Staff

### Narrative:

Requirement #4:

In order to provide the staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program we will continue to implement school wide PLC and professional development on a monthly basis. Additionally, MLK is asking the district to allow them to have the six hours of PD that is normally before the start of school and driven by the district. Also, to negotiate a PD day before the official start of school while compensating the teachers for this time out of the 10% Title I set aside.

PLC meetings will take place for one hour on the first and third Monday of every month during staff meetings. PLC meetings will also be one hour during the second and fifth Monday of the month.

During a PLC, staff will use data to monitor students' progress in the specific areas of reading fluency and reading comprehension.

Implementing the ROCI cycle, teachers will be able to plan, monitor and assess student progress which in turn will increase academic rigor.

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During PLCs staff will plan activities and implement grade level appropriate, high quality strategies in their classrooms. Staff will be expected to bring back reflections and data on planned, implemented strategies to share with PLC members. If necessary, adjustments will be made and the process will repeat. The embedded professional development and PLC focus will be based off teachers' individual needs. Teacher s' needs will be identified through data, walkthroughs and surveys. Additionally, during PLC's and during bridge to practice teachers have PSI coaches that are available to work with them on instructional coaching and vetting ideas and high achieving strategies to implement during instructional time.

Staff will have the opportunity to receive individual feedback through learning walks, peer coaching, and during the PLC meetings. Staff will receive professional learning during the workday and during staff meetings. During embedded professional development, teachers will receive a thirty minute targeted professional learning opportunity grounded in day-to-day practice. Floating substitutes will help cover the classrooms during the sessions. Embedded PD topics can include, but are not limited to; understanding of culture and class, reading proficiency, data analysis and academic rigor.

Both PLCs and embedded PD will be instructionally focused. Teachers will consistently use data to drive instruction. Data used will come from MAP, weekly formative assessments, DIBELS, MEAP, and district common assessments.

Funding during year one will be \$300 per month for PD based on teacher needs. The PD topic will be determined based on teacher/grade level needs as identified through the ROCI cycle, ILT, learning walks and data dialogue. There will be additional funding for external data dialogue at \$1200 (4 days x 3 subs@\$100/day). Additionally, \$952 (17 teaching staff x \$56) will be required for three PLC meetings.

This funding will come from the building level 10% set aside under Option 1: Professional learning on implementation of strategies aligned to the data-derived School Improvement/Reform-Redesign Plan, including adoption of rapid turnaround practices. Additionally, part of the 10% will be set aside for Option 3: Provide daily/weekly time for teacher collaboration.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

Requirement #5:

5A: Teachers will be recruited for positions at MLK that have a mindset that they are able to teach students that are traditionally underserved and that the students can learn from them. They must have the willingness to attend professional development in growing cultural competencies for working with traditionally underserved and developing instructional practices around rigor to meet the needs of MLK students. MLK is a school of predominately African American students where assessment scores have remained consistently below grade level over several years. To address these needs, incoming and remaining teachers at this school will receive and must be committed to embracing instructional support through Partners in School Innovation and National Equity Project, nationally known nonprofit organizations that accelerate, strengthen and sustain improved teaching, learning and achievement in under-performing school and districts, particularly schools that serve traditionally under served students. In order to join the staff of MLK, instructional staff will have to apply and minimally have an "Effective" demarcation on their latest evaluation. Teachers without an "Effective" designation or higher will not be interviewed. Additionally, teachers are encouraged to stay with MLK through the building of shared leadership where teachers have the ability to share their creativity and passion for best practices with other classrooms. The principal will assign teachers based on their strengths. Teachers that are highly effective in teaching reading will be placed in the lower grades where teaching foundational reading skills are paramount for effective learning in upper grades. Teachers that are highly effective in classroom management will be placed in classes that have students with behavioral concerns so that learning can be a priority in the classroom. The principal will also assign teachers by their inter-personal skills and how well they can work as a team. Teachers are also encouraged by the building principal to help create an environment of open

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doors to support one another and rely on the principal to support through this policy as well. Teachers who do not wish to work at a Priority designated school are allowed to apply for positions outside of their building.

5B:

The sense of urgency and additional professional learning opportunities provided by working at a Priority School is an incentive for teachers who want to develop their professional capacity and make an educational difference for children. The Priority School is a collaborative learning community created by the instructional team and administrators to ultimately make improved outcomes for children. Priority Schools are provided additional resources through Title 1 funds and Regional Assistance Grant dollars for which building leaders determine the use of to meet their professional growth needs to better service children's academic achievement.

Additionally the District will provide incentives through the following supports and structures:

Provide District Curriculum Team members to consult, support and provide additional professional learning as requested by building administration and instructional staff for the implementation of a rigorous instructional program.

Provide the support of the School Reform Facilitator to work collaboratively in small groups or individually with teachers around the Instructional Learning Cycle, Reform and Redesign Plan implementation, or help eliminate District barriers to identified needs.

At Martin Luther King, Jr. Academy the District will provide an outside consultant, Jan Baar, from JLB Consulting to provide process and procedure support to instructional and administrative staff (teachers and principals) as it pertains to the implementation of the Priority School Reform and Redesign Plans.

Provide District Wide differentiated professional development for educators.

At MLK teachers and the building principal will receive professional learning to address the necessary cultural competencies of working with children of color and instructional leadership capacity utilizing the ROCI Cycle via the third party transformational Partners in School Innovation and National Equity Project.

Regular Instructional observation feedback through classroom walks through visits by the School Reform Facilitator and Executive Director.

Negotiated contractual teacher collaborative meetings.

100\$ stipend for teachers who receive an Educator Evaluation rating of Highly Effective.

For new or probationary teachers the District maintains a peer mentoring or support program and teachers who provide mentoring are provided additional financial compensation.

Teachers at this school who successfully assist their students in making positive academic gains will have the opportunity to join the District K-8/MS Professional development team

to suggest, design and create professional learning for peers on District wide PD days.

Teachers will be eligible for teacher of the month recognition by District offices.

The District provides tuition reimbursement for teachers to promote their continued professional growth. The parameters are for:

Tuition Reimbursement Eligible Hours

a. The maximum number of credit hours eligible for tuition reimbursement per year (September 1st-August 31st) for an employee working thirty (30) or more hours per week and are in years three, four or five of their probationary period shall be:

Semester hours - 6

Term hours - 9

State Board CEU's - 3 CEU's equal to 1 semester hour

b. Other non-probationary members shall be eligible for:

Semester hours - 3

Term hours - 6

State Board CEU's - 3 CEU's equal to 1 semester hour

c. Teachers in years one and two of probation are not eligible for tuition reimbursement.

Teachers at MLK will be supported through embedded professional development from both Partners in School Innovation and National Equity Project in the areas of best instructional practices and how having a deeper understanding of how Race, Class, Culture and Power (RCCP) effect the students at MLK and how teachers can adjust their practice in order to reduce the barriers of RCCP in the classroom. Through this structure of professional development teachers will be empowered in the educational setting and more confident in their ability to make gains for every student regardless of background.

Teachers will be recognized for the gains that they are making based on showing an average positive CGI of .1 to .4 increase of student scores based on the MAP tests will be given incentives in the following ways

- Entered in a drawing - prizes will include - the principal's parking spot for a day, principal will cover your room for an extra 30 minutes of prep time, gift cards to local coffee shop out of Principals personal bank account
- Names announced at a monthly staff meeting
- Names included in an update provided to the Superintendent and Board of Education

Teachers who are implementing the instructional program and key instructional strategies at a high level of fidelity, based on classroom visits and the Theory of Action data collection tool, will be recognized at a staff meeting as well as being asked to share their process and/or strategy with the staff either via a staff meeting or by being videoed at added to the building's virtual professional video collection.



## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6:** Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

**Indicator 6A:** In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

**Indicator 6B:** In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

### Goal 1:

All students at Martin Luther King Jr Leadership Academy will become proficient readers

### Measurable Objective 1:

A 13% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 06/06/2014 as measured by MEAP.

### Strategy1:

Student Engagment - The school staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively reason about concepts and/or content.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom. Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any, chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will build students' foundations of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			09/03/2013	06/06/2014	\$900 - Title I School Improvement (ISI)	Principal, Dean of Students, All Teaching Staff

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Activity - Quality Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will develop high-quality questions which will increase both student engagement and support a deeper understanding of the content being taught through the use of complex text.	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

Activity - Clear Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher will clearly communicate (oral and written formats) the purpose for learning as it connects to the curriculum framework and standards in a language that is student-friendly.	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

Activity - Accountable Talk	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will apply Accountable Talk moves developed through teacher training provided by the Institute for Learning (IFL). Accountable Talk will develop students' abilities to socialize their intelligence as well as increasing student engagement by encouraging open discussion and inquiry-based reasoning opportunities.	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All teaching staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will teach students how to read text closely and to begin to think critically about the content within the text. Staff will utilize the guided highlighted reading technique which will support students' ability to summarize, retell and synthesize complex text. Teachers will assist students in deepening their academic vocabulary by using it in the context as it appears in the text.	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

### Strategy2:

Differentiated Instruction - Offering each student the chance to learn the subject material in ways that address each student individually can benefit children in retaining information that will later be necessary to become thoughtful, productive adults. Through differentiation combined with curriculum layering, teachers can create a student-centered classroom that is supportive to each student.

Research Cited: Beach, T.A. (2010). Combine Methodologies of Differentiated Instruction in the Heterogeneous Classroom. South Carolina Middle School Association Journal, February 26, 2011.

"Offering each student the chance to learn the subject material in ways that address each student individually can benefit children in retaining information that will later be necessary to become thoughtful, productive adults. Through differentiation combined with curriculum layering,

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teachers can create a student-centered classroom that is supportive to each student."

Cusumano, C. (2007). How Differentiated Instruction Helps struggling Students. Leadership, 36(4), 8-10.

"Accelerating learning by examining and aligning three major systems in the school to support differentiation and a consistent focus on improved student learning the school's academic delivery structure, professional development, and human/fiscal resource allocation."

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrator, ILT and PSI will monitor the level of use and effectiveness of differentiated instruction in the classrooms through LearningWalks, Classroom Observations, and through the teacher evaluation process.	Monitor			09/06/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, Teaching Staff, PSI, District Directors

Activity - Fluency and Skill Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will use a variety of activities that are differentiated that will allow students to become fluent with essential foundational skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Direct Instruction			09/01/2013	06/06/2014	\$0 - Other	Principal, Dean of students, Teaching Staff,

Activity - Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching staff will confer with students in reading and writing and provide feedback to support their identified academic needs. Teaching staff will use data collected from conferences to determine how and what to differentiate for students and what learning targets should be established to meet their needs.	Direct Instruction			09/03/2013	06/01/2014	\$0 - No Funding Required	Principal, Dean of Students, All teaching Staff

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will actively participate in professional learning which supports differentiation especially in the areas of Project Learning (6-8), Fluency and Skill Development (K-8), Data Analysis (K-8), Monitoring (K-8), Professional Learning Communities (PLCs) (K-8), Conferring (K-8), SSR (K-8) & Writing Rubrics.	Professional Learning			09/03/2013	06/06/2014	\$900 - Title I Schoolwide	Principal, Dean of Students, All teaching staff, PSI, ILT

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will analyze data from formative and summative assessments as well as common District assessments to determine the academic needs of all students in order to differentiate their instruction. Teaching staff will provide feedback to students on academic areas which need improvement and develop interventions or student groups that will support their needs. Staff will participate in (Data Dialogues, Governance Boards) to review, reflect and communicate the academic progress in their classroom and identify which activities they are implementing to support continued student achievement.	Monitor			09/03/2013	06/06/2014	\$1200 - Title I Schoolwide	Principal, Dean of Students, All teaching Staff, District Data Review staff

Activity - Self Selected Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use SSR time to differentiate reading conferencing and reading levels to allow for students to have time on appropriate leveled texts.	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Classroom Teachers

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities (PLCs): The staff will actively participate in PLCs to review and reflect on teaching practices, student achievement, differentiated instruction techniques and implementation of instructional moves and goals. The staff will design next steps (bridge to practice) that will then be implemented by PLC members in their classrooms as a tool to monitor overall effectiveness on student achievement.	Professional Learning			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

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Activity - Project Learning (6-8)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will provide opportunities throughout the school year for students to be engaged in a variety of project learning activities that support the instructional goals. These projects will be differentiated in nature and provide choice to students regarding the type of project they will complete and will be rigorous and challenging for all students (6-8).	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, Middle School Teaching Staff, District Curriculum

### Strategy3:

Learning Targets - The teaching staff will plan quality lessons that follow the District's curriculum maps and connect to the curriculum framework and standards (CCSS). The teachers will develop instructional goals around grade-level learning targets that are student-friendly and specific to the needs of the individual students in the classroom.

Research Cited: Brookhart, Susan M., and Moss, Connie M. (2012). Learning Targets: Helping Students Aim for Understanding in Today's Lesson. ASCD.

"The most effective teaching and the most meaningful student learning happen when teachers design the right learning targets for today's lesson and use it along with their students to aim for and assess understanding. Learning targets are student-friendly descriptors of what you intend students to learn or accomplish in a given lesson. When shared, meaningfully, they become actual targets that students can see and direct their efforts toward. They also serve as targets for the adults in the school whose responsibility it is to plan, monitor, and assess, and improve the quality of learning opportunities to raise the achievement of all students."

Activity - Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will plan quality lessons that follow the District's curriculum maps and connect to the curriculum framework and standards (CCSS). The teachers will develop instructional goals around grade-level learning targets that are student-friendly and specific to the needs of the individual students in the classroom.	Getting Ready			09/03/2013	06/06/2014	\$900 - Title I Schoolwide	Principal, dean of students and teaching staff

Activity - Assess	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will administer and analyze data from District Common Assessments to build and design differentiated learning targets to increase achievement for all students.	Monitor			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, dean of students and teaching staff

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Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrator and teacher will monitor the use of student friendly learning targets that are differentiated and being implemented in the classroom to ensure academic success for all students. The teaching staff will monitor student progress daily to determine progress towards goals and develop targeted support incorporated into lessons daily.	Monitor			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, dean of students and teaching staff

### Measurable Objective 2:

41% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/06/2014 as measured by MEAP.

### Strategy1:

Student Engagment - The school staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively reason about concepts and/or content.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom. Marzano Research Laboratory.

“Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any, chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling.”

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will build students' foundations of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			09/03/2013	06/06/2014	\$900 - Title I School Improvement (ISI)	Principal, Dean of Students, All Teaching Staff

### Strategy2:

Learning Targets - The teaching staff will plan quality lessons that follow the District's curriculum maps and connect to the curriculum framework and standards (CCSS). The teachers will develop instructional goals around grade-level learning targets that are student-friendly and specific to the needs of the individual students in the classroom.

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“The most effective teaching and the most meaningful student learning happen when teachers design the right learning targets for today's lesson and use it along with their students to aim for and assess understanding. Learning targets are student-friendly descriptors of what you intend students to learn or accomplish in a given lesson. When shared, meaningfully, they become actual targets that students can see and direct their efforts toward. They also serve as targets for the adults in the school whose responsibility it is to plan, monitor, and assess, and improve the quality of learning opportunities to raise the achievement of all students.”

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Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrator and teacher will monitor the use of student friendly learning targets that are differentiated and being implemented in the classroom to ensure academic success for all students. The teaching staff will monitor student progress daily to determine progress towards goals and develop targeted support incorporated into lessons daily.	Monitor			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, dean of students and teaching staff

Activity - Assess	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will administer and analyze data from District Common Assessments to build and design differentiated learning targets to increase achievement for all students.	Monitor			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, dean of students and teaching staff

Activity - Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will plan quality lessons that follow the District's curriculum maps and connect to the curriculum framework and standards (CCSS). The teachers will develop instructional goals around grade-level learning targets that are student-friendly and specific to the needs of the individual students in the classroom.	Getting Ready			09/03/2013	06/06/2014	\$900 - Title I Schoolwide	Principal, dean of students and teaching staff

### Strategy3:

Differentiated Instruction - Offering each student the chance to learn the subject material in ways that address each student individually can benefit children in retaining information that will later be necessary to become thoughtful, productive adults. Through differentiation combined with curriculum layering, teachers can create a student-centered classroom that is supportive to each student.

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will analyze data from formative and summative assessments as well as common District assessments to determine the academic needs of all students in order to differentiate their instruction. Teaching staff will provide feedback to students on academic areas which need improvement and develop interventions or student groups that will support their needs. Staff will participate in (Data Dialogues, Governance Boards) to review, reflect and communicate the academic progress in their classroom and identify which activities they are implementing to support continued student achievement.	Monitor			09/03/2013	06/06/2014	\$1200 - Title I Schoolwide	Principal, Dean of Students, All teaching Staff, District Data Review staff

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities (PLCs): The staff will actively participate in PLCs to review and reflect on teaching practices, student achievement, differentiated instruction techniques and implementation of instructional moves and goals. The staff will design next steps (bridge to practice) that will then be implemented by PLC members in their classrooms as a tool to monitor overall effectiveness on student achievement.	Professional Learning			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will actively participate in professional learning which supports differentiation especially in the areas of Project Learning (6-8), Fluency and Skill Development (K-8), Data Analysis (K-8), Monitoring (K-8), Professional Learning Communities (PLCs) (K-8), Conferencing (K-8), SSR (K-8) & Writing Rubrics.	Professional Learning			09/03/2013	06/06/2014	\$900 - Title I Schoolwide	Principal, Dean of Students, All teaching staff, PSI, ILT

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrator, ILT and PSI will monitor the level of use and effectiveness of differentiated instruction in the classrooms through LearningWalks, Classroom Observations, and through the teacher evaluation process.	Monitor			09/06/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, Teaching Staff, PSI, District Directors



### Narrative:

Requirement #6:

These goals, strategies and activities will apply to all students and teaching staff

6A

Underlying Causes - After a careful examination of the MEAP data we recognize z-scores for the gap between top/bottom 30% do not indicate a problem. Although, MLK's Scorecard data indicates a problem with the bottom 30% of students, the majority of the cells per subject area are red. MLK's z-scores indicate that the gap between bottom/top students is better than average when compared to other schools (especially in science and social studies) however we realize that this is because our students are more homogenous in terms of achievement with that achievement being lower than state cut score.

It appears that overall achievement and lack of individual student growth are the bigger problems, especially overall math achievement and reading growth. In general, MLK had more students declining than improving. The causes for low student performance can be attributed to the lack of intentional focused core instruction.

Here's what the subject area z-scores convert to in terms of statewide percentiles:

Math achievement is at the 1st percentile

Math improvement is at the 12th percentile

Math gap is at the 78th percentile

Reading achievement is at the 3rd percentile

Reading improvement is at the 2nd percentile

Reading gap is at the 58th percentile

Science achievement is at the 1st percentile

Science improvement is at the 18th percentile

Science gap is at the 88th percentile

SS achievement is at the 2nd percentile

SS improvement is at the 48th percentile

SS gap is at the 95th percentile

Writing achievement is at the 3rd percentile

Writing improvement is at the 35th percentile

Writing gap is at the 69th percentile

MAP data that was collected did show over all trends of growth but like the MEAP data the growth is small and not moving at a fast enough rate for all grades except eighth, where decreases have been seen through MAP Data

During the 2012/13 school year, Planning Teams from K-8 Schools worked on developing an Academic Plan using district-wide data in reading and math to identify instructional strategies to implement in the classroom. The K-5 classrooms will be implementing Text Dependent Quality Questioning to increase student comprehension when grappling with complex text. For grades 2-5, teachers will be following a Five Day Plan which supports and models reading comprehension using a variety of leveled texts which require students to speak and write about text using text-based evidence. The mathematical focus is teaching students to reason with numbers and numerical concepts, making sense about problems and think logically, persevere in problem solving while using mathematical tools to solve problems. Math Facts will be used a minimum of four times a week to increase student's fluency skills in grades K-5.

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Sequencing - While MLK will be using these same instructional strategies we will target the subject area of reading for the first year of this plan with a focus on teachers using the ROCI cycle to implement rigorous differentiated instruction. The reasoning behind targeting reading as our primary focus for year one is twofold: first is the partnership MLK has with PSI and our targeted work in reading and because we want teachers to have focused professional development around ROCI and how to use data to focus classroom instruction to increase student achievement. In turn teachers will develop the skills necessary to use data to drive instruction across all academic subject areas. ROCI was chosen based on research around the data driven instructional cycle. When teachers use data intentionally to drive instruction and provide target lessons, student achievement will increase at a greater rate.

While we are doing this for reading in the first year of the plan it is with the intent of including the other subject areas in years two and three of this plan. Because teachers will have a greater understanding of using data to drive intentional focused instruction in reading it will carryover in math, science and social studies. As mentioned in transformation requirement #4 and #7 teachers will use PLC's as the main area for learning on how to use the ROCI cycle to focus core instruction. Embedded PD will be used a minimum of once monthly to support teachers in additional learning around ROCI and rigorous instructional practice.

The ROCI Cycle is a data driven cycle that stands for Result Oriented Cycle of Inquiry. The cycle consists of setting goals, planning, acting, accessing and reflecting and adjusting. ROCI focuses everyone's attention directly on student learning; stimulates people to learn from their successes and to diagnose and problem-solve their shortfalls; and then leads them to implement their provisional solutions and monitor how they are working. In this way, ROCI engages teachers and other leaders at every level as true learning leaders and, simultaneously, as leaders of sustained organizational learning and improvement.

6B

Instructional Program - MLK's instructional program reflects directly two of the big ideas: using a data driven model (ROCI) to guide all decision making process that directly link to student achievement and to deepen staff's understanding of academic rigor through PD, PLC and ROCI to increase student achievement. The PLC groups are aligned from grade to grade based on CCSS and teacher need.

Teaching and Learning Strategies - Teaching staff school wide will incorporate into their teaching practice the following strategies:

- ROCI (Set Goals, Plan, Act, Access, Reflect and Adjust)
- Learning Targets
- Implement differentiated instruction through ROCI
- PLC and PD around ROCI, academic rigor and differentiation
- Implement Academic Rigor

Career and College Readiness Alignment - These strategies are aligned to the CCR standards which provide the foundation to improve curriculum, instruction and assessment. Through the teacher practices stated above we will create learning environments and teach lessons that are directly related to CCR standards and produce students who are better prepared for college and the work place.

Research -

Cusumano, C. (2007). How Differentiated Instruction Helps struggling Students.

MacDonald, Elisa (2013). The Skillful Team Leader: A Resource for Overcoming Hurdles to Professional Learning for Student Achievement. The advantage of the inquiry-oriented approach is that teachers can identify challenges, take ownership of the process, develop their own inquiry skills, and learn or deepen their knowledge of effective teaching strategies.

David Jacobson, Coherent Instructional Improvement and PLCs: Is it Possible to Do Both?, Phi Delta Kappan, Vol. 91, No. 6, March 2010, pp.

38-45.

Analysis of student work and student data. The activities of productive professional learning communities often center on student work and data. Analyzing student work together gives teachers opportunities to develop a common understanding of what good work is, what common misconceptions students have, and what instructional strategies are working. The power of focusing on data and dialogue in professional learning is evident in the success of elementary schools that consistently produce higher-than expected student achievement

### Research Supports Professional Development That

- Deepens teachers' knowledge of content and how to teach it to students.
- Helps teachers understand how students learn specific content.
- Provides opportunities for active, hands-on learning.
- Enables teachers to acquire new knowledge, apply it to practice, and reflect on the results with colleagues.
- Is part of a school reform effort that links curriculum, assessment, and standards to professional learning.
- Is collaborative and collegial.
- Is intensive and sustained over time.

### Research Review / Teacher Learning: What Matters?

Linda Darling-Hammond and Nikole Richardson

Education Leadership |February 2009 | Volume 66 | Number 5 | Pages 46-53

Research on teacher learning tells us that when "teachers work together and engage in continual dialogue to examine their practice and student performance and to develop and implement more effective instructional practices" they are routinely able to make changes that impact student learning (p. 46, Darling-Hammond & Richardson, 2009).

Darling-Hammond, L. & Richardson, N. (2009). Teacher learning: What matters? Educational Leadership, 66(5), 46 53.

### Timeline -

#### Year One:

- ROCI will be implemented by all teaching staff during PLC's for 1 to 2 times per Month, Staff responsible will be ILT, PSI and all teaching staff
- Differentiated Instruction / Learning Targets will come from the ROCI cycle as stated above
- PD will be held once a month during PLC meetings and on a rotating teacher basis imbedded in the work day a minimum of once monthly (twice if needed) on how to use ROCI, Differentiated Instruction and Academic Rigor. The PD topic will be based on teacher/grade level needs as identified through the ROCI cycle, ILT, learning walks and data dialogue. Staff responsible will be PSI, ILT, NEP and all teaching staff
- Implementation of academic rigor (after PD) will be daily by teaching staff during classroom lessons, monitored by ILT and PSI
- NEP will hold PD with staff over the first and second year of implementation of the plan around culture and class and how they affect student achievement along with strategies to improve achievement
- Funding during year one will be \$300 per month for PD based on teacher needs. The PD topic will be determined based on teacher/grade level needs as identified through the ROCI cycle, ILT, learning walks and data dialogue. There will be additional funding for external data dialogue at \$1200 (4 days x 3 subs@\$100/day). Additionally, \$952 (17 teaching staff x \$56) will be required for three PLC meetings. This funding will come from the building level 10% set aside under Option 1: Professional learning on implementation of strategies aligned to the data-derived School Improvement/Reform-Redesign Plan, including adoption of rapid turnaround practices. Additionally, part of the 10% will be set aside for Option 3: Provide daily/weekly time for teacher collaboration.

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Year Two:

- Continuation of year one plan while incorporating all core academic subject areas
- Add in and or revise plan to meet the needs of the students

Vertical Alignment - All strategies are aligned from grade to grade through cross grade level PLC's & PD's along with all grade levels following the same plan to increase student achievement. Additionally, all teaching staff will become familiar with and understand vertical alignment within the Common Core.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

### Goal 1:

All students at Martin Luther King Jr Leadership Academy will become proficient readers

### Measurable Objective 1:

A 13% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 06/06/2014 as measured by MEAP.

### Strategy1:

Student Engagement - The school staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively reason about concepts and/or content.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom. Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any, chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - Quality Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will develop high-quality questions which will increase both student engagement and support a deeper understating of the content being taught through the use of complex text.	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

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Activity - Clear Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher will clearly communicate (oral and written formats) the purpose for learning as it connects to the curriculum framework and standards in a language that is student-friendly.	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will build students' foundations of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			09/03/2013	06/06/2014	\$900 - Title I School Improvement (ISI)	Principal, Dean of Students, All Teaching Staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will teach students how to read text closely and to begin to think critically about the content within the text. Staff will utilize the guided highlighted reading technique which will support students' ability to summarize, retell and synthesize complex text. Teachers will assist students in deepening their academic vocabulary by using it in the context as it appears in the text.	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

Activity - Accountable Talk	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will apply Accountable Talk moves developed through teacher training provided by the Institute for Learning (IFL). Accountable Talk will develop students' abilities to socialize their intelligence as well as increasing student engagement by encouraging open discussion and inquiry-based reasoning opportunities.	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All teaching staff

### Strategy2:

Learning Targets - The teaching staff will plan quality lessons that follow the District's curriculum maps and connect to the curriculum framework and standards (CCSS). The teachers will develop instructional goals around grade-level learning targets that are student-friendly and specific to the needs of the individual students in the classroom.

Research Cited: Brookhart, Susan M., and Moss, Connie M. (2012). Learning Targets: Helping Students Aim for Understanding in Today's Lesson. ASCD.

"The most effective teaching and the most meaningful student learning happen when teachers design the right learning targets for today's lesson and use it along with their students to aim for and assess understanding. Learning targets are student-friendly descriptors of what you intend students to learn or accomplish in a given lesson. When shared, meaningfully, they become actual targets that students can see and

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direct their efforts toward. They also serve as targets for the adults in the school whose responsibility it is to plan, monitor, and assess, and improve the quality of learning opportunities to raise the achievement of all students."

Activity - Assess	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will administer and analyze data from District Common Assessments to build and design differentiated learning targets to increase achievement for all students.	Monitor			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, dean of students and teaching staff

Activity - Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will plan quality lessons that follow the District's curriculum maps and connect to the curriculum framework and standards (CCSS). The teachers will develop instructional goals around grade-level learning targets that are student-friendly and specific to the needs of the individual students in the classroom.	Getting Ready			09/03/2013	06/06/2014	\$900 - Title I Schoolwide	Principal, dean of students and teaching staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrator and teacher will monitor the use of student friendly learning targets that are differentiated and being implemented in the classroom to ensure academic success for all students. The teaching staff will monitor student progress daily to determine progress towards goals and develop targeted support incorporated into lessons daily.	Monitor			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, dean of students and teaching staff

### Strategy3:

Differentiated Instruction - Offering each student the chance to learn the subject material in ways that address each student individually can benefit children in retaining information that will later be necessary to become thoughtful, productive adults. Through differentiation combined with curriculum layering, teachers can create a student-centered classroom that is supportive to each student.

Research Cited: Beach, T.A. (2010). Combine Methodologies of Differentiated Instruction in the Heterogeneous Classroom. South Carolina Middle School Association Journal, February 26, 2011.

"Offering each student the chance to learn the subject material in ways that address each student individually can benefit children in retaining information that will later be necessary to become thoughtful, productive adults. Through differentiation combined with curriculum layering, teachers can create a student-centered classroom that is supportive to each student."

Cusumano, C. (2007). How Differentiated Instruction Helps struggling Students. Leadership, 36(4), 8-10.

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"Accelerating learning by examining and aligning three major systems in the school to support differentiation and a consistent focus on improved student learning the school's academic delivery structure, professional development, and human/fiscal resource allocation."

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities (PLCs): The staff will actively participate in PLCs to review and reflect on teaching practices, student achievement, differentiated instruction techniques and implementation of instructional moves and goals. The staff will design next steps (bridge to practice) that will then be implemented by PLC members in their classrooms as a tool to monitor overall effectiveness on student achievement.	Professional Learning			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrator, ILT and PSI will monitor the level of use and effectiveness of differentiated instruction in the classrooms through LearningWalks, Classroom Observations, and through the teacher evaluation process.	Monitor			09/06/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, Teaching Staff, PSI, District Directors

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will actively participate in professional learning which supports differentiation especially in the areas of Project Learning (6-8), Fluency and Skill Development (K-8), Data Analysis (K-8), Monitoring (K-8), Professional Learning Communities (PLCs) (K-8), Conferring (K-8), SSR (K-8) & Writing Rubrics.	Professional Learning			09/03/2013	06/06/2014	\$900 - Title I Schoolwide	Principal, Dean of Students, All teaching staff, PSI, ILT

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will analyze data from formative and summative assessments as well as common District assessments to determine the academic needs of all students in order to differentiate their instruction. Teaching staff will provide feedback to students on academic areas which need improvement and develop interventions or student groups that will support their needs. Staff will participate in (Data Dialogues, Governance Boards) to review, reflect and communicate the academic progress in their classroom and identify which activities they are implementing to support continued student achievement.	Monitor			09/03/2013	06/06/2014	\$1200 - Title I Schoolwide	Principal, Dean of Students, All teaching Staff, District Data Review staff

Activity - Project Learning (6-8)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will provide opportunities throughout the school year for students to be engaged in a variety of project learning activities that support the instructional goals. These projects will be differentiated in nature and provide choice to students regarding the type of project they will complete and will be rigorous and challenging for all students (6-8).	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, Middle Schhol Teaching Staff, District Curriculum

### Measurable Objective 2:

41% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/06/2014 as measured by MEAP.

### Strategy1:

Learning Targets - The teaching staff will plan quality lessons that follow the District's curriculum maps and connect to the curriculum framework and standards (CCSS). The teachers will develop instructional goals around grade-level learning targets that are student-friendly and specific to the needs of the individual students in the classroom.

Research Cited: Brookhart, Susan M., and Moss, Connie M. (2012). Learning Targets: Helping Students Aim for Understanding in Today's Lesson. ASCD.

"The most effective teaching and the most meaningful student learning happen when teachers design the right learning targets for today's lesson and use it along with their students to aim for and assess understanding. Learning targets are student-friendly descriptors of what you intend students to learn or accomplish in a given lesson. When shared, meaningfully, they become actual targets that students can see and direct their efforts toward. They also serve as targets for the adults in the school whose responsibility it is to plan, monitor, and assess, and improve the quality of learning opportunities to raise the achievement of all students."



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Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrator and teacher will monitor the use of student friendly learning targets that are differentiated and being implemented in the classroom to ensure academic success for all students. The teaching staff will monitor student progress daily to determine progress towards goals and develop targeted support incorporated into lessons daily.	Monitor			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, dean of students and teaching staff

Activity - Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will plan quality lessons that follow the District's curriculum maps and connect to the curriculum framework and standards (CCSS). The teachers will develop instructional goals around grade-level learning targets that are student-friendly and specific to the needs of the individual students in the classroom.	Getting Ready			09/03/2013	06/06/2014	\$900 - Title I Schoolwide	Principal, dean of students and teaching staff

Activity - Assess	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will administer and analyze data from District Common Assessments to build and design differentiated learning targets to increase achievement for all students.	Monitor			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, dean of students and teaching staff

### Strategy2:

Student Engagment - The school staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively reason about concepts and/or content.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom. Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any, chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will build students' foundations of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			09/03/2013	06/06/2014	\$900 - Title I School Improvement (ISI)	Principal, Dean of Students, All Teaching Staff

### Strategy3:

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Differentiated Instruction - Offering each student the chance to learn the subject material in ways that address each student individually can benefit children in retaining information that will later be necessary to become thoughtful, productive adults. Through differentiation combined with curriculum layering, teachers can create a student-centered classroom that is supportive to each student.

Research Cited: Beach, T.A. (2010). Combine Methodologies of Differentiated Instruction in the Heterogeneous Classroom. South Carolina Middle School Association Journal, February 26, 2011.

"Offering each student the chance to learn the subject material in ways that address each student individually can benefit children in retaining information that will later be necessary to become thoughtful, productive adults. Through differentiation combined with curriculum layering, teachers can create a student-centered classroom that is supportive to each student."

Cusumano, C. (2007). How Differentiated Instruction Helps struggling Students. Leadership, 36(4), 8-10.

"Accelerating learning by examining and aligning three major systems in the school to support differentiation and a consistent focus on improved student learning the school's academic delivery structure, professional development, and human/fiscal resource allocation."

Activity - Fluency and Skill Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will use a variety of activities that are differentiated that will allow students to become fluent with essential foundational skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Direct Instruction			09/01/2013	06/06/2014	\$0 - Other	Principal, Dean of students, Teaching Staff,

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will actively participate in professional learning which supports differentiation especially in the areas of Project Learning (6-8), Fluency and Skill Development (K-8), Data Analysis (K-8), Monitoring (K-8), Professional Learning Communities (PLCs) (K-8), Conferencing (K-8), SSR (K-8) & Writing Rubrics.	Professional Learning			09/03/2013	06/06/2014	\$900 - Title I Schoolwide	Principal, Dean of Students, All teaching staff, PSI, ILT

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Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities (PLCs): The staff will actively participate in PLCs to review and reflect on teaching practices, student achievement, differentiated instruction techniques and implementation of instructional moves and goals. The staff will design next steps (bridge to practice) that will then be implemented by PLC members in their classrooms as a tool to monitor overall effectiveness on student achievement.	Professional Learning			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrator, ILT and PSI will monitor the level of use and effectiveness of differentiated instruction in the classrooms through LearningWalks, Classroom Observations, and through the teacher evaluation process.	Monitor			09/06/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, Teaching Staff, PSI, District Directors

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will analyze data from formative and summative assessments as well as common District assessments to determine the academic needs of all students in order to differentiate their instruction. Teaching staff will provide feedback to students on academic areas which need improvement and develop interventions or student groups that will support their needs. Staff will participate in (Data Dialogues, Governance Boards) to review, reflect and communicate the academic progress in their classroom and identify which activities they are implementing to support continued student achievement.	Monitor			09/03/2013	06/06/2014	\$1200 - Title I Schoolwide	Principal, Dean of Students, All teaching Staff, District Data Review staff

### Measurable Objective 3:

A 11% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 06/06/2014 as measured by MEAP.

### Strategy1:

Learning Targets - The teaching staff will plan quality lessons that follow the District's curriculum maps and connect to the curriculum framework and standards (CCSS). The teachers will develop instructional goals around grade-level learning targets that are student-friendly and specific to the needs of the individual students in the classroom.

Research Cited: Brookhart, Susan M., and Moss, Connie M. (2012). Learning Targets: Helping Students Aim for Understanding in Today's

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Lesson. ASCD.

“The most effective teaching and the most meaningful student learning happen when teachers design the right learning targets for today’s lesson and use it along with their students to aim for and assess understanding. Learning targets are student-friendly descriptors of what you intend students to learn or accomplish in a given lesson. When shared, meaningfully, they become actual targets that students can see and direct their efforts toward. They also serve as targets for the adults in the school whose responsibility it is to plan, monitor, and assess, and improve the quality of learning opportunities to raise the achievement of all students.”

Activity - Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will plan quality lessons that follow the District’s curriculum maps and connect to the curriculum framework and standards (CCSS). The teachers will develop instructional goals around grade-level learning targets that are student-friendly and specific to the needs of the individual students in the classroom.	Getting Ready			09/03/2013	06/06/2014	\$900 - Title I Schoolwide	Principal, dean of students and teaching staff

Activity - Assess	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will administer and analyze data from District Common Assessments to build and design differentiated learning targets to increase achievement for all students.	Monitor			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, dean of students and teaching staff

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrator and teacher will monitor the use of student friendly learning targets that are differentiated and being implemented in the classroom to ensure academic success for all students. The teaching staff will monitor student progress daily to determine progress towards goals and develop targeted support incorporated into lessons daily.	Monitor			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, dean of students and teaching staff

### Strategy2:

Differentiated Instruction - Offering each student the chance to learn the subject material in ways that address each student individually can benefit children in retaining information that will later be necessary to become thoughtful, productive adults. Through differentiation combined with curriculum layering, teachers can create a student-centered classroom that is supportive to each student.

Research Cited: Beach, T.A. (2010). Combine Methodologies of Differentiated Instruction in the Heterogeneous Classroom. South Carolina Middle School Association Journal, February 26, 2011.

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"Offering each student the chance to learn the subject material in ways that address each student individually can benefit children in retaining information that will later be necessary to become thoughtful, productive adults. Through differentiation combined with curriculum layering, teachers can create a student-centered classroom that is supportive to each student."

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrator, ILT and PSI will monitor the level of use and effectiveness of differentiated instruction in the classrooms through LearningWalks, Classroom Observations, and through the teacher evaluation process.	Monitor			09/06/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, Teaching Staff, PSI, District Directors

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities (PLCs): The staff will actively participate in PLCs to review and reflect on teaching practices, student achievement, differentiated instruction techniques and implementation of instructional moves and goals. The staff will design next steps (bridge to practice) that will then be implemented by PLC members in their classrooms as a tool to monitor overall effectiveness on student achievement.	Professional Learning			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will actively participate in professional learning which supports differentiation especially in the areas of Project Learning (6-8), Fluency and Skill Development (K-8), Data Analysis (K-8), Monitoring (K-8), Professional Learning Communities (PLCs) (K-8), Conferencing (K-8), SSR (K-8) & Writing Rubrics.	Professional Learning			09/03/2013	06/06/2014	\$900 - Title I Schoolwide	Principal, Dean of Students, All teaching staff, PSI, ILT

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Activity - Project Learning (6-8)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will provide opportunities throughout the school year for students to be engaged in a variety of project learning activities that support the instructional goals. These projects will be differentiated in nature and provide choice to students regarding the type of project they will complete and will be rigorous and challenging for all students (6-8).	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, Middle School Teaching Staff, District Curriculum

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will analyze data from formative and summative assessments as well as common District assessments to determine the academic needs of all students in order to differentiate their instruction. Teaching staff will provide feedback to students on academic areas which need improvement and develop interventions or student groups that will support their needs. Staff will participate in (Data Dialogues, Governance Boards) to review, reflect and communicate the academic progress in their classroom and identify which activities they are implementing to support continued student achievement.	Monitor			09/03/2013	06/06/2014	\$1200 - Title I Schoolwide	Principal, Dean of Students, All teaching Staff, District Data Review staff

### Strategy3:

Student Engagement - The school staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively reason about concepts and/or content.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom. Marzano Research Laboratory.

“Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any, chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling.”

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will teach students how to read text closely and to begin to think critically about the content within the text. Staff will utilize the guided highlighted reading technique which will support students' ability to summarize, retell and synthesize complex text. Teachers will assist students in deepening their academic vocabulary by using it in the context as it appears in the text.	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

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Activity - Accountable Talk	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will apply Accountable Talk moves developed through teacher training provided by the Institute for Learning (IFL). Accountable Talk will develop students' abilities to socialize their intelligence as well as increasing student engagement by encouraging open discussion and inquiry-based reasoning opportunities.	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All teaching staff

Activity - Clear Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher will clearly communicate (oral and written formats) the purpose for learning as it connects to the curriculum framework and standards in a language that is student-friendly.	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will build students' foundations of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			09/03/2013	06/06/2014	\$900 - Title I School Improvement (ISI)	Principal, Dean of Students, All Teaching Staff

Activity - Quality Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teaching staff will develop high-quality questions which will increase both student engagement and support a deeper understating of the content being taught through the use of complex text.	Direct Instruction			09/03/2013	06/06/2014	\$0 - No Funding Required	Principal, Dean of Students, All Teaching Staff

### Narrative:

#### Requirement #7:

In order to promote the continuous use of student data to inform and differentiate instruction to meet academic needs of individual students Martin Luther King Jr. Leadership Academy staff will analyze, interpret, and use data to make informed decisions about student learning. Staff is expected to rely on data to drive rigorous instruction that will meet all students' needs. Data is used to group students according to learning gaps and those groups will receive specific targeted interventions. During instructional time, students will participate in small groups to receive necessary targeted instruction based on data from MAP, MEAP, formative assessments, and DIBELS. Through this continued process achievement gaps will close.

One of the school wide focus areas is to provide intense instruction in and around the area of reading proficiency. We will also use data to inform staff on implemented strategies effectiveness. Data is also used to monitor school wide goals to ensure that we are on target. School wide, 11% of males and 13% of Latino students are performing below all students' achievement. With this understanding teachers will

provide additional resources and adjust instructional practices to meet the needs of these students.

In order to foster a mutually accountable, data-driven learning community, staff will be required to present data at each PLC meeting, which is a minimum of three times a month. In addition, staff will be required to bring student data to each of the four Data Dialogue sessions and ILT networks sessions provided by NEP and PSI which will meet three times a year. Data is also used during Student Success Team meetings to ensure that students receive support where appropriate. These regular and ongoing opportunities to use data will promote and allow continuous improvement for Martin Luther King Jr. Leadership Academy.

Funding during year one will be \$300 per month for PD based on teacher needs. The PD topic will be determined based on teacher/grade level needs as identified through the ROCI cycle, ILT, learning walks and data dialogue. There will be additional funding for external data dialogue at \$1200 (4 days x 3 subs@\$100/day). Additionally, \$952 (17 teaching staff x \$56) will be required for three PLC meetings. This funding will come from the building level 10% set aside under Option 1: Professional learning on implementation of strategies aligned to the data-derived School Improvement/Reform-Redesign Plan, including adoption of rapid turnaround practices. Additionally, part of the 10% will be set aside for Option 3: Provide daily/weekly time for teacher collaboration.



## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

Requirement #8:

8A:

Increasing time on task is a well-researched strategy for increasing student achievement. To that end, we have established two strategies district wide: increasing learning time in the core subjects and increasing attendance so that students will have the opportunity to learn.

The District's plan for increasing time for core academic subjects in our K-5 and K-8 buildings is to redesign the current use of the existing daily schedule beginning in 2013-14, by implementing the following:

Kindergarten-2nd Grade

145 minutes ELA

90 minutes Math

30-40 minutes of Science/Social Studies (4 times a weekly)

3rd-8th Grade

120 minutes ELA

90 minutes Math

50-60 minutes Science/Social Studies (4 times a week)

This redesign represents a change over the 2012-13 school year by:

25 minute increase daily in ELA for grades K-2

30 minute increase daily in Math for grades K-8

Also, to address the lack of consistent science and social studies instruction, these contents are taught on a rotating basis. Each content unit is taught for a 4-6 week A/B schedule using curriculum designed for the purpose of being used in a rotational pattern. The District's theory of action is through purposeful planning and implementation using Common Core standards the delivery of highly rigorous and supportive curriculum will increase the success of teachers and students. The A/B schedule also decreases transition time between subject areas.

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allowing for 3-5 minutes a day increase in social studies and science. Additionally, by clearly articulating the time structure for science and social studies delivery, the district is setting the conditions to successfully implement and monitor its use.

As a District in previous years, we knew student attendance was important. We focused on truancy that only accounts for unexcused absences. This past summer, we revised our belief systems around the topic. We now focus on excused and unexcused absences. In partnering with the Director of Attendance Works, Hedy Chang, we began to focus on Chronic Absenteeism. This is defined as missing 10% or more of school days due to excused or unexcused absences.

Last year Martin Luther King Jr. Leadership Academy had 36 % of their student's chronically absent in K-5 and 18 % of their students absent in 6-8. In order to reduce this number, the following things have taken place:

We have the following data reports that buildings receive:

Weekly Chronic Absenteeism report that shows the Satisfactory, At Risk, Moderate, and Severe Chronic percentages.

Weekly Chronic Absenteeism report that shows students names by building at the percentage and number of absences they have in relationship to the 4 absenteeism categories. We launched a monthly attendance challenge that is connected to PBIS. The challenge is connected to "Satisfactory" attendance.

We also have successfully launched Parent University. Parent University is a community collaborative to help parents become full partners in their child's education. It offers modules, activities, workshops, classes, conferences, mentoring and coaching to equip parents for success. One of the goals of Parent University is to reduce chronic absenteeism by 10%. In addition our Parent Teacher Community Council (PTCC) meetings are connected to reducing chronic absenteeism.

We also were able to produce neighborhood maps that show the number of students by block that were either "At Risk, Moderate, and Severely Chronic last year. This information is used with our community partners in engaging specific neighborhoods about the importance of attending school every day.

Increased learning time will be addressed at the building level through the redesigning of the school's daily schedule. Baseline data on the current use of time will be gathered and studied to identify where changes can be made. Initially, changes will be implemented to assure all classroom teachers are providing bell to bell instruction and quick/efficient daily transitions using effective processes and procedures.

Additionally the following changes will take place: Less classroom interruptions daily through not using the all classroom paging system during the learning blocks or 8:30 - 10:30 a.m. and 12:30 - 3:00 p.m., less out of classroom time for cultural activities such as the ballet, symphony, and staged plays and intentional planning for Instructional Paraprofessionals. As the baseline data is collected more detailed plans should be available as to how much more time can be allocated to bell to bell teaching during the current time allotment.

These initiatives will lead to an increase in student achievement through the increase of instructional time for all students.

8b

The after school enrichment programs offered at Martin Luther King Jr. Leadership Academy support students in both academics and social skills.

Math and Science:

- Lego engineering program meets Wednesdays for one hour
- After school academic program meets three days a week for one hour

English Language Arts

- Creative Youth Center author development program meets four days a week

Social Skills

- Peer Power mentoring program on Mondays for two hours
- Conflict Resolution program meets Wednesdays for one hour

Enrichment opportunities offered within the school day outside of core instruction include:

- Reading tutors for K-2 grade students meet once a week for one half-hour per student
- ELA Interventionist targets specific K-5 students based on reading scores and works with them daily for one half-hour

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- Instrumental music was implemented for 6-8 grade students twice a week for forty minutes

These programs enhance the already existing school day providing students with support and a rich variety of opportunities to make connections between their school learning and preparing for College and Career readiness.

8C: Through the District Transformation plan and teacher contract GRPS provides teachers the opportunity for 36 hours of professional learning over the course of the school year. The 6 days designated for professional learning are targeted to both District level, divisional and school level initiatives. 30 hours are offered on a District wide basis with teachers selecting through the Organizational Learning Office/GRPS University website on District wide days dedicated to professional learning. The last 6 hours are flex hours for buildings to determine professional learning needs as determined by their building data. Each division (elementary, MS/K-8, HS) designs, based on District and divisional needs, professional learning for teachers of that division. Needs at this level include an examination of district wide student data and perception data such as Tripod and staff input. Various presenters and topics are made available on each of these days and teachers register for the professional development sessions that best meet their need based on their placement or division. Additionally, each individual school provides collaborative time for teachers to work together for a minimum of 180 minutes each month. All professional development is based on Best Practices for improving effective teaching and learning. Instructional staff and leaders are held accountable for the implementation of all professional learning through the Administrator and/or Teacher evaluation system. Any additional professional development above and beyond the current contractual time, the District will negotiate on behalf of the school staff with the Grand Rapids Education Association.

As mentioned in transformation requirement #4, #6 and #7 teachers will use PLC's as the main area for learning on how to use the ROCI cycle to focus core instruction. Embedded PD will be used a minimum of once monthly to support teachers in additional learning around ROCI and rigorous instructional practice.

PD will be held once a month during PLC meetings and on a rotating teacher basis imbedded in the work day a minimum of once monthly (twice if needed) on how to use ROCI, Differentiated Instruction and Academic Rigor. The PD topic will be based on teacher/grade level needs as identified through the ROCI cycle, ILT, learning walks and data dialogue. Staff responsible will be PSI, ILT, NEP and all teaching staff

- Implementation of academic rigor (after PD) will be daily by teaching staff during classroom lessons, monitored by ILT and PSI
- NEP will hold PD with staff over the first and second year of implementation of the plan around culture and class and how they affect student achievement along with strategies to improve achievement
- Funding during year one will be \$300 per month for PD based on teacher needs. The PD topic will be determined based on teacher/grade level needs as identified through the ROCI cycle, ILT, learning walks and data dialogue. There will be additional funding for external data dialogue at \$1200 (4 days x 3 subs@\$100/day). Additionally, \$952 (17 teaching staff x \$56) will be required for three PLC meetings. This funding will come from the building level 10% set aside under Option 1: Professional learning on implementation of strategies aligned to the data-derived School Improvement/Reform-Redesign Plan, including adoption of rapid turnaround practices. Additionally, part of the 10% will be set aside for Option 3: Provide daily/weekly time for teacher collaboration.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

Requirement #9:

Services are based on the identified needs of students through school nurses, behavioral referrals, teacher referrals, attendance data, SES data, recommendations from GRPS Student Services Office, cooperative agreements with existing community agencies and family reports.

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Kent School Services Network, Cherry Street Health Clinic/Dental Services/Health Department Eye/hearing, Network 180 Counselors, Family

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Support Specialist, Department Human Services worker, after school tutoring, school nurses, health aides

Kent Social Services Network staff work with school staff and families to break away barriers to students success in school. They identify and locate resources for students and families based on identified needs. For example, if a family needs support with housing resources or counseling, the KSSN worker will locate and assist in the family in accepting the serves needed. The Cherry Street health Clinic is located in our high school building, offering free physicals and medical services to students. The Cherry Street Dental Services program provides children with at school dental services and referrals to a Dentist as needed. Family Support Specialists work collaboratively to monitor and intervene when a child is having an attendance issue. The goal is to intervene early and often to avoid a student from falling through the cracks.

Parent Teacher Community Council (PTCC) is an advisory council on all parent engagement activities that ensures action and accountability for Grand Rapids Public Schools five-year strategic plan and community based priorities.

The goals of the PTCC are; strengthen parent's ability to engage and support students' academic success, foster a climate where parents share ownership in school improvement and academic success, provide a structure for parents to provide leadership in the schools and to foster a climate where parents feel welcomed, respected, and valued as important partners in their students' education regardless of economic level, family heritage, language or educational background.

The responsibilities of the PTCC (including Community Support liaison and Parent Action Leader) in the area of reform include but are not limited to:

### 1. School Improvement Plan

- Have an understanding of the components around parental involvement and support each strategy as needed
- Have an understanding of the major points of the school improvement plan
- Support the school improvement plan yearly
- Formulate action plan and timeline to help in success of engagement of families in reform plan with student achievement as the focus
- With the Help of the Parent Action Leader (PAL) and members of the ILT will inform parents about action plan for reform
- Will give input on SIP in the areas of parental involvement

### 2. Community Based Priorities

- Create mechanisms to get community input on reform effort
- Formulate action plan and timeline for community help/input on reform efforts
- Recruit additional support from the community to help with reform efforts

### 3. Monthly Educational / Instructional Meetings

- With PAL and Believe to Become (B2B) will hold monthly meetings to help parents become partners in their student's education with the schools and teachers
- Manage the parent incentive program with the help of PAL
- Help promote Parent University to increase parent's capacities in being partners with the school and the transformation efforts

### 4. Communications

- Creates a welcoming environment for parents and visitors
- Celebrates engaged parents
- Prepares and distributes information about upcoming family activity's, information about school and the transformation plan

### 5. Accountability

- Meetings schedules, minutes, newsletters and memberships lists are reported to the Parent Engagement Office monthly

The Martin Luther King Jr. Leadership Academy Title 1 School-Wide Parent and Community Involvement Priority Plan was created as a collaborative effort between parents, community and staff. Parents and the community played a key role in the development of this plan and we will continue to utilize their feedback and suggestions in order to update and improve our school Transformation Plan (TP).

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Martin Luther King Jr. Leadership Academy will ensure the involvement of parents and community in the school's reform efforts by offering the following meetings/strategies:

Open House - The Transformation Plan will be discussed at the meeting

Curriculum Nights - Organized family reading nights where families are encouraged to promote reading in the home, activities are centered around reading, parents are provided with materials to support reading at home.

Parent University - Parents will have the opportunity to learn new ways to help their child succeed by attending free classes provided by Grand Rapids Public Schools.

Parent Conferences - Opportunities for parents to collaborate with their child's teacher regarding reading strategies

Donuts with Dads - Opportunities for fathers to discuss various reading strategies

Muffins with Mom - Opportunities for mothers to discuss various reading strategies

Parent University - opportunities for parents to enrich their selves in a multitude of ways from how to parent, how to advocate for their child, how to help with homework and many other subjects as well.

MLK also has community partnerships with First United Methodist Church that includes financial support, tutoring support for all students K-2 with additional reading assistance, help with parents to expunge their criminal records, emergency medical help for students without insurance, books, uniforms, and coats for all students.

MLK also works with Believe to Become in order to better engage families in their student education through informational sessions with families and homework hotlines for students and parents.

## **PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

### **Requirement #10:**

#### **Staffing**

Martin Luther King Jr. Leadership Academy building administrator will have the opportunity to meet with and interview any candidates interested in joining our staff prior to placement.

#### **Calendar**

Martin Luther King Jr. Leadership Academy develops their calendar of school events which fit into the District's school calendar. Martin Luther King Jr. Leadership Academy is responsible for scheduling are but are not limited to, are: parent teacher conferences, parent/community academic nights and Title I events.

#### **Time**

Martin Luther King Jr. Leadership Academy will determine how they will utilize the following requirements involving professional development and increased learning time:

To ensure increased learning time, instructional time will be monitored closely to ensure that time is being used in a way to maximize student learning. The following will be monitored:

- Monitoring classroom procedures for bathroom breaks
- Monitoring times that teacher's pick-up/drop-off students from breakfast, lunch, recess and specialty classes (art, music, physical education, etc.)
- Classroom transitional times

If there is a need to revisit and revise our current practices in these or other areas, we will do so as a staff to ensure that maximum time is given toward instruction.

- Dismissal time

Classes and active learning occurs all the way through the end of the school day.

#### **Budget**

The building leadership team (teachers and administration) and community stakeholders (parents and community members) will have authority to use the Title 1 Set aside monies to meet the needs of students based on the evaluation and developed Reformed Redesigned Plan at Martin Luther King Jr. Leadership Academy.

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Additionally, MLK is asking the district to allow them to have the six hours of PD that is normally before the start of school and driven by the district. Also, to negotiate a PD day before the official start of school while compensating the teachers for this time out of the 10% Title I set aside.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

Requirement #11:

Martin Luther King Jr. Leadership Academy will be supported in the following ways:

District Representative

Cindy Peck will participate in Data Dialogues and Learning Walks (to build internal capacity), guide schools in the development of a process for monitoring the implementation of the School Improvement Plan by following the Instructional Learning Cycle as defined by MI Excel, participate as a School Support Team (SST) member to review the SIP and set short term goals to improve student achievement, document systemic changes to identify growth and areas for improvement, monitor implementation and review the effectiveness of strategies being implemented through pre and post assessment data analysis.

- o Descriptive data collection on classroom instructional practices as evidenced by classroom observations and Learning Walks SM
- o District Representatives will support Priority Schools to implement and monitor the focus areas within the Academic Plan (see Appendix D) and provide ongoing feedback and guidance.

MSU Intervention Specialist

- o The MSU Intervention Specialist will facilitate data dialogues, participate in the development of processes for monitoring the implementation of the Instructional Learning Cycle from the School Improvement Plan, participate as a member of the SST, document systemic changes to identify areas for improvement and collect descriptive data that supports improved student achievement.

KISD School Improvement Facilitator

- o The KISD School Improvement Facilitator will participate in data dialogues, support school leadership team in the development of processes for the implementation of the Instructional Learning Cycle, pilot the Instructional Learning Cycle which includes instructional strategies in the plan and collect descriptive data on classroom instructional practices as evidence of improved student achievement.

Martin Luther King Jr. Leadership Academy building leaders and GRPS District representative will participate in MDE, KISD and other professional learning target to the needs of Priority Schools. Part of the ILT of MLK has participated in Professional development around turning high poverty school into high performing schools through the local ISD.